PB4L Restorative Practice

PB4L School Wide Conference

28th & 29th August 2017

KINTSUKUROI

"to repair with gold"; the art of repairing pottery with gold or silver lacquer and understanding that the piece is more beautiful for having been broken.

How could this apply to relationships?
Restorative Practice is not simply a system: it is a way of being.

Restorative Practice is about…

Building
Maintaining
Restoring
Sustaining

... Relationships
the great divide!

Academic | Pastoral
---|---
learning | behaviour

It's not just about reducing suspension and stand down data - It's not just about good relationships.
It's about a positive culture FOR LEARNING

Deputy Principal Tauranga 2016
“The fundamental unifying hypothesis of restorative practices is disarmingly simple: that human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them.”

(Wachtel, 2009, page 7).
PB4L Restorative Practice

- **Restorative Essentials**
- **Restorative Circles**
- **Restorative Conferences**

**Pointy end stuff - Severe**
- Formal Restorative conferences
- Class Conferences

**Tricky stuff - Majors**
- Mini conferences
- Restorative Circles

**Everyday stuff – Minors**
- Restorative Conversations
- Restorative Circles
- Relational Approach
Our Story so far:
- Regional support
- Cluster building
- Working with staff to work with students, each other, school whānau and wider communities
- School driven priorities and support
- Working together - with rather than to
Key Indicators of Restorative Practice

School reflection

Where does your school sit?
What are our educators are saying…

· A profound moment for me when I realised how seldom I currently refer to our school values when having conversations with students [Primary Associate Principal ]

· The follow up after the restorative conversation was an eye opener!! Glad to see there is a back bone to the restorative conversation. [Secondary teacher]

· I hadn’t realised that I always tend to dominate the “conversation” [Secondary teacher]

· When correcting student behaviour I need to recognise the space I am in, and use the language of our values to help my students relate their actions to the values [Primary teacher]

· I realised that even though I think I have conversations with students often those are “to” conversations rather than “with” – I will focus on making them more “with” [Secondary teacher]

When it flies – when it dives?

Think of a time when you have had a conversation / conference you have been involved in that went both flew and when one dived?
What caused it to go fly / dive?
The Three Phases of PB4L Restorative Practice

Adapted from Jansen and Matla, 2011

What could be...

HOW WE COMMUNICATE TODAY

MEANING OF FACEBOOK LOGO

29/08/17
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